

Religious Education Curriculum Framework

Archdiocese of Melbourne

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Summary of Changes:

Pg 13 - The Role of the Teacher and Leader - presents a deeper understanding of Witness

Pg 29 – Students with Disabilities – includes reference to recent Bishops Conference Paper
“Guidelines for the Celebration of the Sacraments with People with Disability”

Pgs 30-33 – Achievement Standards –the progression across all levels and strands has been clarified
through reflection on student work and in consultation with schools

Pg 34 – Glossary – inclusion of the term “inner voice”

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Introduction

This *Religious Education Curriculum Framework* describes learning and teaching in Religious Education for Catholic primary and secondary schools in the Archdiocese of Melbourne. The framework sits within the context of the Education Framework for the Archdiocese of Melbourne, *Horizons of Hope*. The ecclesial mission of the Catholic school is the foundation for Religious Education and the core work of Catholic educators:

Catholic schools were founded to proclaim Jesus' message of God's love for all. Our Catholic faith calls us to embrace the contemporary world with a Catholic imagination, and a particular hope-filled view of the human person and all of creation. Catholic educators invite students to make sense of their world and their lives within a faith community that is faithful to the mission of Jesus (*Horizons of Hope: Context* 2016, p. 9).

This Religious Education Curriculum Framework draws from and incorporates the teachings and principles espoused in the *Catechism of the Catholic Church*, along with the teachings of Vatican II and post-conciliar documents. In particular the many rich developments in Religious Education over recent years are represented and encompassed. The framework seeks to address the recommendations from the findings of the *Enhancing Catholic School Identity Project* (Pollefeyt & Bouwens 2014). The findings identify three critical challenges for schools to address through Religious Education:

- opening up a more explicit dialogue between Catholic faith and the diverse cultures and lives of students
- finding new ways to express the Gospel as alive and authentic
- engaging in rich and meaningful experiences of prayer.

In the language of the *Enhancing Catholic School Identity Project*, these challenges are named as a need to shift from relativism to post-critical belief; from a colourful school to a dialogue school; from Christian values education to recontextualisation.

The framework introduces pedagogy of encounter, which addresses these challenges. The pedagogy is based on the principles of the hermeneutic communicative model of Pollefeyt and Lombaerts (2011). The pedagogy of encounter places students' lives and questions at the centre of the learning, with dialogue as both the process and the valued outcome of Religious Education. In authentic dialogue, learners are taken into new understandings and are joined more closely with their dialogue partners – they are 'transformed into a communion in which we do not remain what we were' (Gadamer 1989, p. 379).

The framework has been developed in consultation and collaboration with schools. It is for you, as leaders and teachers, as you design learning that brings the richness of Catholic tradition into dialogue with the world of the students and contemporary culture. It is designed to be interactive and practical and to promote your ongoing professional learning and faith formation. Throughout, discussion questions invite you into professional dialogue and offer opportunities for discernment, prayer and further learning about the nature and challenges of faith, the role of Religious Education and your own aspirations and responsibilities in a Catholic school. The framework will also be of interest to parents and to those in parishes involved in the Religious Education of young children and adolescents.

The framework supports the full flourishing of all learners as spiritual and religious, physical and cognitive, social and emotional beings through Religious Education. It proposes a learning structure comprised of: three strands of learning; five content areas; and the learning progression including achievement standards. The three strands are:

- Knowledge and Understanding, i.e. *seeking truth*
- Reasoning and Responding, i.e. *making meaning*
- Personal and Communal Engagement, i.e. *living story*.

These three strands offer lenses through which the learning descriptors and achievement standards are presented.

The five content areas work together to build a network of understanding of the Catholic Church and its traditions and have their origins in the *To Know, Worship and Love* student texts:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Sacrament, Prayer and Liturgy
- Morality and Justice.

The achievement standards describe the quality of learning in the three strands through the elements of dialogue: the nuance of explanation, the openness of interpretation and the depth of self-reflection leading to transformation. These elements, enacted in a pedagogy of encounter, draw the focus constantly back to dialogue. The Religious Education Curriculum Framework highlights assessment as a means of uncovering the learner's story through dialogue, mapping their continuous growth through the achievement standards.

Catholic Education Melbourne offers this document as an important resource and guide in designing authentic dialogical Religious Education that promotes the full flourishing of all learners. Each school and each parish in the Archdiocese of Melbourne is responsible for ensuring that the principles and approaches of Religious Education recommended in this framework are reflected in their curriculum.

Religious Education in a Catholic School

What is Religious Education?

Religion is an essential characteristic of many societies and religious knowledge is fundamental to an understanding of self, others, the world and God. Religious Education promotes an understanding of story, ethics, ritual and symbol that have shaped humanity from the earliest times. It helps students appreciate the role of prayer, beliefs, sacraments and sacred texts in people's lives.

In a Catholic school, Religious Education attends to the spiritual development of each person, acknowledging and celebrating the Spirit at work, inviting relationship with God and a Christ-like stance towards others. It is at the same time a disciplined process of 'faith seeking understanding', where the questions of God, beliefs and life are articulated and explored within the Catholic Tradition to develop students' faith lives and stimulate a search for meaning and truth. Religious Education is grounded in the life, death and resurrection of Jesus Christ, providing opportunities to encounter the living Christ through the holiness and brokenness of the individuals and communities we relate to.

Religious Education invites students to appreciate the value of Catholic faith and to respect the other faiths and worldviews that permeate Australia's diverse society. This knowledge and understanding are essential for a rich spiritual life and for informed and committed participation in a global Church, working for the common good.

Religious Education in a Catholic school aims to develop:

- appreciation and deep understanding of the richness of the Catholic Tradition
- religious self-understanding and spiritual awareness
- openness to religious questions and to a religious interpretation of the world
- awareness of the diversity of voices in society and within the school
- discernment and participation informed by the Catholic Tradition.

How is Religious Education enacted in a Catholic school?

As pastors, principals, Religious Education leaders and teachers you exercise a very significant ministry in the Church of Melbourne under the authority of the Archbishop. Religious Education takes place throughout all learning in the Catholic school. True to the mission of the Church, learning in a Catholic school seeks the good of every person. A sense of 'who I am' and 'how I can be in the world' is nurtured in an environment of trust and intellectual inquiry, inspired by points of contact with the Catholic faith as a way of clarifying the important questions and issues that arise for teachers and students. As teachers and leaders in a Catholic school, you acknowledge a sacred aspect to teaching and learning, finding God at work in the forming and transforming power of learning. Such learning affects both teacher and student and is experienced in moments of encounter where the human spirit is turned around or led out to confront a wider horizon.

Religious Education is also a specific learning area with its own integrity. It seeks to animate learners through powerful teaching which develops a capacity to go deeper into their learning. Religious

Education as a discipline is interpretative by nature, using dialogue to develop students' self-understanding in light of the teachings of the Church and the scriptural account of the human person as made in the image of God. It stimulates students' inner resources of hope, meaning and love, equipping them to grapple with the questions of ultimacy and opening their hearts and minds to the beauty, mystery and wonder of God revealed in creation and others. It creates a context in which each student is invited to look at life in a way that encourages appreciation and gratitude, inquiry and critical thinking, where the Catholic Tradition holds an explicit, preferred and robust place.

Discussion questions

In what ways might your learning community promote Religious Education across the curriculum? In what ways might Religious Education support students in their self-understanding or identity?

The Learner, Diversity and Religious Education

Catholic schools in Melbourne reflect a microcosm of our society, where learners from diverse cultures and beliefs are able to express a kaleidoscope of views. This diversity creates the context for learning and growth through rich dialogue that opens up deep questions of meaning, faith and identity construction.

Young people today want to hold responsibility for constructing their own beliefs. The challenge for Catholic educators is to create communities of learning which engage young people with a Catholic faith that is filled with life, hope and meaning within this diverse context. (HOH Context p. 10) (CEM, 2016a)

As educators, you are aware of the diversity of learners, who are at different stages of faith, are of different faiths, or who have no religious affiliation. Befriending this diversity and finding in it an opportunity for deep learning and faith development, the learning community offers multiple entry points into dialogue about God, faith and life in Religious Education.

As educators, you can anticipate a variety of possible outcomes that this dialogue may generate:

- Learners become more deeply rooted in their own tradition. This is understood as *catechesis*, where one who identifies as Catholic deepens their commitment through the witness of the faith community, and understanding of one's own faith tradition is developed through dialogue with difference.
- Learners discover the Catholic Tradition or rediscover the Catholic Tradition. This is understood as a *first proclamation*, where encounter with powerful faith witnesses and deep dialogue promote engagement with a Catholic faith perspective as an attractive option.
- Learners of other religions become more authentically rooted in their own religion and partners in dialogue. This is understood as *interreligious learning*, where engagement with difference allows a new perspective to deepen understandings and appreciation of the particular contribution of one's own faith and that of other faiths.
- Those of no religious affiliation may come to know of the richness of the Catholic faith and how it can impact on one's way of seeing the world and being in the world.

The inspiration of the Holy Spirit, moving through diversity and transforming learning, underpins your work as teachers of Religious Education, sustaining your efforts and creating new possibilities in you and all learners.

Discussion questions

How can I create a learning environment that acknowledges the diversity of learners in Religious Education? How might we enter into prayer together? How might I provide for multiple entry points into conversations about God and Life? How might I provide for multiple entry points into conversations about the place of the Catholic Church and its Tradition including its theology?

Designing for Learning

Learning in a Catholic school takes place in a learning community where parents, leaders, teachers and students come together with a common vision for learning that is dynamic, transformative and hope-filled. This vision for learning is brought to life by a disposition for openness to encounter. Encounter is the space where the other reveals the presence of Christ (*Horizon of Hope: Pedagogy*, p.5). This space of encounter is intentionally prepared in designing for learning.

Pedagogy of Encounter

As teachers and leaders, as you come to awareness of Christ in your own and your students' lives, a new pedagogy emerges – a pedagogy of encounter. A pedagogy of encounter acknowledges the grace of God at work in the teachings of the Church, in learning relationships, and particularly in dialogue. It asks you, as teachers, to create opportunities for dialogue that use the Catholic Tradition as a point of concrete reference with what matters most in the minds and hearts of the students and the big questions of life and culture. (*Congregation for the Clergy* 1997. p. 167 General Directory). A pedagogy of encounter invites a humble, listening attitude that allows students' stories to enrich the Catholic Tradition itself. A pedagogy of encounter is an optimistic pedagogy, one that opens up horizons of hope for the future for the individual learner, the school community and the Church.

Pedagogy of encounter is relational. It requires learning relationships and classroom environments that promote student ownership of their learning, and time for respectful and substantive conversations with and between learners. In this space, learners bring an openness to being transformed by encounter with Christ and the Church through the other. As teachers and leaders, you enhance your awareness of respectful learning relationships and your intentional engagement as witness through regular personal prayer and self-reflection. A prayerful, ethical stance nurtures deeper connectedness and heightened awareness of encounter.

For all learners, a disposition of openness to encounter is vital to engagement in Religious Education:

- encounter with creation that inspires awe and wonder
- encounter with the word of God, whose Spirit moves and transforms
- encounter with a faith community that celebrates and lives out the ongoing presence of Christ in the world
- encounter with diverse views and cultures that shake and shift perspective
- encounter with the other, who calls for a response of compassion and love.

The person of the teacher is integral to the project of learning through encounter. As teachers, you ask the big questions of God and life, you listen deeply to your learners and their issues, you offer guidance and explore possibilities, you acknowledge and assent to the Spirit at work in this space and you look with hope to a future not your own. Pope Francis speaks to educators about their pivotal role in challenging and guiding learners:

My question to you, as educators, is this: Do you watch over your students, helping them to develop a critical sense, an open mind capable of caring for today's world? A spirit capable of seeking new answers to the varied challenges that society sets before us? Are you able to encourage them not to disregard the world around them? Does our life, with its uncertainties, mysteries and questions, find a place in the university curriculum or different academic activities? Do we enable and support a

constructive debate which fosters dialogue in the pursuit of a more humane world? (Pope Francis' address to educators, students 2015)

Discussion questions

What does this quote from Pope Francis ask of you as a member of a Catholic learning community? What might this mean in your context?

Planning in Religious Education

A whole-school approach to planning for rich student learning is encouraged in Catholic schools. This collegial approach attends to teacher professional learning through dialogue and provides opportunity for deep engagement with the religious dimension of learning, encouraging teacher faith formation as an ongoing focus. Two resources have been developed to support teachers to collaboratively plan for a challenging, dialogic approach to learning and teaching in Religious Education. They are the **Teacher Dialogue Tool** and the **Pedagogy of Encounter Diagram**.

The Teacher Dialogue Tool (see Appendix 2) has been designed to support you to plan collaboratively for a relational approach in Religious Education. It features a range of questions to prompt you to think deeply about the religious issues and concepts underpinning a unit of learning before planning a learning pathway for students. It focuses on teacher dialogue as an opportunity for faith formation in a safe environment which allows you to consider your own stance and understanding and reflect on ways to initiate dialogue with students. In dialogue with your colleagues and listening to the voices of students on the issues of our times, you are supported to prepare incisive questions and design provocations to challenge thinking and deepen learning.

The Pedagogy of Encounter diagram (see overpage) illustrates one way in which you, as teachers, may design learning that invites dialogue, deep thinking and engagement with the Catholic story. The diagram offers key questions in five areas that engage the voice of the learner in deep dialogue with the Catholic Tradition:

- What do I think and sense?
- What do others think and why?
- What does the Church teach and why?
- How am I called into deeper relationship with others and God?
- What do I think now and why?

In this way, it assists you, as teachers, in:

Providing a systematic and sustained engagement with Catholic beliefs and teachings... engaging students with Catholic beliefs and values without imposing these beliefs on the students... creating spaces where the students feel free to share their own understandings and viewpoints, even as they engage with the Catholic story (Sharkey 2015, p. 29).

Pedagogy of Encounter Diagram

What do I think and sense?

Looking at the concept/subject/topic as it is experienced today and as a religious issue, using a provocation to raise questions.

What do I think about this?
What questions does this raise for me?
Why am I responding in this way?
How does this impact on who I am in the world, and as part of a Catholic learning community?

What do I think now and why?

Reflecting on the integration of knowledge, ways of being, spirituality and action, and the resulting transformation.

What do I think now?
How have I grown?
What influences my thinking and why?
What further questions does this raise for me?
What will I do differently now?

What do others think and why?

Seeking different views, including religious perspectives and interpretations, through dialogue and discussion. Going deeper into different worldviews to reveal alternative visions of, and for, the world.

What is at the heart of this topic for each perspective?
Are there hidden worldviews to uncover?
What visions for life do these perspectives reveal?
What connects with my experience or thinking? What challenges me?
What questions do I have now?

How am I called into a deeper relationship with others and God?

Exploring a different way of knowing through experiences that open us to the sacred: praying and celebrating, using symbol and ritual and reflecting on sacred text and art.

How does this experience (of prayer, celebration, reflection, theologising about the concept) call me to be more?
How does this impact on my spirituality?
How do I explore my inner voice?
Who am I in this?
How am I becoming conscious of a higher, deeper, more valued reality, beyond the senses?

What does the Catholic Church teach and why?

Seeking the Church's perspective and interpretations through dialogue and discussion.

What's at the heart of this topic for the Catholic Church?
What might different members of the Church bring to this?
What visions for life does this perspective reveal?
Why does the Church put this view?
How is this different from other religious perspectives?
How might it challenge secular positions?
What connects with my experience or thinking?
What challenges my thinking?
What are my questions now?

Discussion questions

What is important to pay attention to in the student and in myself as learners? What do I intend for my students? How do life, creativity and spirituality find a place in the curriculum?

How might I recognise encounter? How might I facilitate encounter?

Religious Education and the Victorian Curriculum

When you design learning for students, you are mindful that the process of Religious Education develops transferable skills, such as the ability to:

- ask deep questions
- critically analyse and interpret sources
- consider context
- respect and explain different perspectives
- develop and substantiate interpretations
- communicate effectively

This creates opportunities for integrating Religious Education and the Victorian Curriculum, in particular through the four capabilities in the *Victorian Curriculum F–10: Critical and Creative Thinking; Ethical; Intercultural; Personal and Social*.

These capabilities are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines (*Victorian Curriculum F–10*, 2016).

In Catholic schools, this means that the capabilities can be taught in and through Religious Education, as in other learning areas. The Religious Education Curriculum Framework may in fact enrich the content of the capabilities of the Victorian Curriculum with a Catholic perspective. As teachers, you will discern the best way to empower learners to make the connections between the knowledge and skills of the capabilities and their application in religious learning.

Concepts can be used to develop religious understandings and make connections with other learning areas in the Victorian Curriculum, creating authentic learning. These connections serve to deepen learning in other learning areas through engagement with the rich religious understandings that are inherent in the concepts. Key concepts should be broad enough to connect with issues and big ideas that impact on students' lives and engage them in relevant and deep questions. Such concepts include, but are not restricted to: Change, Systems, Identity and Diversity, Sustainability, Wellbeing, Relationships, Decision-making, Belonging, Right Relationship, Freedom, Responsibility, Integrity of Creation, Hope, Justice, Liberation.

Time Allocation

To ensure rigorous engagement with deep learning, time allocation for Religious Education as a discipline should be equivalent to the time given to other humanities disciplines at the school. (*General Directory for Catechesis, Number 73*).

While Religious Education is recognised as a cross-curricular area of learning, it is recommended that adequate attention to the Religious Education curriculum requires an allocation of no less than 2.5 hours per week in primary schools and in secondary schools from Levels 7–10.

Guidelines for Levels 11 and 12

In Levels 11 and 12, it is recommended that school-based Religious Education classes be continued for all students, regardless of their enrolment in VCE Texts & Traditions or Religion & Society, or whether they are undertaking VCAL. The structures of such classes will vary between schools; however, the time allocation should be the equivalent of one hour per week (20 hours per semester), regardless of structures chosen. Some options may include: class time using To Know, Worship and Love texts: *Catholic Studies* and *Ethical Thinking*, seminar-style sessions, on-site or off-site retreats, guest speakers and reflection, dialogue sessions, excursions and immersion-learning opportunities.

The learning descriptors for Levels 11 and 12 may serve to provide a rigorous focus for any or all of these programs. The achievement standards will enable you to make accurate judgements about the progress of student learning within the school-based Religious Education programs, to provide clear and informative feedback to students and parents about the learning.

Discussion questions

What structures are in place at your school to provide adequate time for rigorous engagement with Religious Education?

The Role of the Teacher and Leader of Religious Education in a Catholic Learning Community

Every person in a Catholic learning community – parents, leaders, teachers and students – is already deeply connected to others and to God by their very nature of being made in the image and likeness of God. This belief forms a strong basis for the relationships that are at the heart of all learning.

All of you who work in the Catholic school, as members of a learning community enlivened by the Gospel and the person of Jesus Christ, share in the responsibility for the religious dimension of school life. As teachers and leaders, you intentionally build a community of learners, bringing five vital components of your role to bear as:

- Witnesses: living with integrity, presenting the Catholic Tradition in the context of a faith community as a lived and attractive option, with a humble and supportive attitude while noticing and naming the faith of the students
- Moderators: bringing students' issues, diverse experiences and thinking into dialogue with the Catholic Tradition
- Specialists: offering deep knowledge of matters concerning Christianity, Catholicism, and other religious and philosophical traditions
- Co-inquirers: modelling an inquiry disposition, truth-seeking and passion for transformative learning
- Designers of learning: planning and implementing clear, differentiated and engaging learning paths with, and for, students that progress their learning in Religious Education in line with the achievement standards.

You participate in the learning community first and foremost as witnesses, sharing something of yourself and your faith with those you encounter.

Above all the Gospel must be proclaimed by witness... Through this wordless witness these Christians *stir up irresistible questions* in the hearts of those who see how they live: Why are they like this? Why do they live in this way? What or who is it that inspires them? Why are they in our midst? Such a witness is already a silent proclamation of the Good News and a very powerful and effective one. (*Evangelii Nuntiandi* n.21)

As teachers and leaders in Catholic schools, you are privileged to be witnessed to by the faith of your students which enriches and enlivens your own faith. In turn, you have the responsibility of bearing witness, not only to your faith, but to who you are as teachers and learners. As partners in the learning of parents, peers and students, your witness in the learning relationships encompasses all aspects of your role. You are co-inquirers, modelling lifelong learning through your own ongoing search for meaning and truth. You collegially design rich learning pathways with, and for, students in Religious Education that empower students to make meaningful connections between life and faith. You moderate student dialogue, creating spaces for diverse views to come into contact with the Catholic Tradition. As specialists, you inspire others with your deep knowledge of aspects of the Catholic Tradition and other faith traditions. These roles are supported through regular collegial

dialogue, which can act as ongoing faith formation for you, as teachers and leaders, as you engage in planning and teaching.

Discussion questions

How does this description of being a witness resonate with me? What challenges me? How might being such a witness impact my teaching and learning? What is not seen, that I dare not imagine, that inspires hope in me? What might it be for my students?

Leading for Learning in Religious Education

As leaders, you create structures that support ongoing learning and professional dialogue with, and for, teachers, developing a culture that fosters deeply valued stances of Witness, Moderator, Specialist, Co-inquirer and Designer. As leaders, you understand that witness is at the heart of your role.

As Religious Education leader, you work in the broader context of collaboration with the parish priest and principal and in support of parents to nurture the religious learning and faith of the community. Your witness provides a model for all those who lead and teach and, in particular, for those who contribute to the Religious Education of all learners in the school community.

Discussion questions

How might a leader work with the learning community to foster these valued stances? What does this ask of us as a school community? What does it ask of me?

Learning Structure

In the Religious Education Curriculum Framework, the learning structure has three integrated components that work together to build the foundations for a Pedagogy of Encounter:

- Three strands of learning in Religious Education: Knowledge and Understanding – *seeking truth*; Reasoning and Responding – *making meaning*, Personal and Communal Engagement – *living story*
- Five content areas: Jesus and Scripture; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacraments; Morality and Justice. These each have learning descriptors in levels
- Achievement standards in progression points.

The Three Strands

The three strands of learning in Religious Education grow out of an understanding of dialogue that engages each learner as a seeker of truth, a maker of meaning and one who lives out their story in, and with, community. The three strands emphasise that learning in Religious Education is more than a cognitive approach to gaining Knowledge and Understanding; it also develops learners' Reasoning and Responding, and deepens their Personal and Communal Engagement through the learning.

The three strands reflect an approach to learning in relationship where learners come to know themselves, and are valued and understood through dialogue. While the three strands are articulated as discrete aspects of learning, highlighting particular modes of learning, they are interconnected and often apply simultaneously. The three strands are the basis of the learning structure. They provide the organising schema for the learning descriptors and the achievement standards. Each strand names a key action of dialogue: explanation, interpretation and reflection integrated into life. These actions draw you back to what students are doing in the process of dialogue at the heart of a pedagogy of encounter. Whether you are engaging students in learning or whether your intention is assessment, whether you are collegially planning for learning, or moderating student learning, the three strands are central.

Knowledge and Understanding: *seeking truth*

A Catholic understanding that illuminates this strand is that God is discovered in the search for truth and sharing this search with others. Truth is the horizon for which we strive, the questions in each of us creating the impulse for learning. In this strand, learners are challenged to consider their intentions, since the true and the good can only be found by the heart of love. This strand develops knowledge and understanding of the key practices and beliefs of Christian communities, both past and present, in ways that connect to, and challenge, the cultural context. It builds on student questions and wonderings to create new paths to God. It intentionally pursues truth, as revealed in and through the loving action of God and in dialogue with the other.

Learning in this strand is evident when students explain their understanding of the complexity and wisdom of the Catholic faith and its elements in dialogue with multiple perspectives within and beyond the Catholic Tradition. It asks students to articulate a considered point of view. The modes of

learning in this strand are those of exploring, identifying, puzzling, thinking critically, analysing, finding out, and seeking multiple perspectives.

Reasoning and Responding: *making meaning*

In this strand, we are invited to discover that life has purpose and meaning, even beyond self-fulfilment. It grows from the Catholic belief that Christ is the way, the truth and the life. This strand focuses on the development of particular ways of thinking and acting that arise out of grappling with what it means to be a follower of Christ. In this strand, students are challenged to consider issues and deep questions within their world and are invited to respond to the Catholic Tradition and its call to live with love, integrity and virtue. Students are empowered to be agents of their own learning, making meaning through dialogue with the other.

Learning in this strand is evident when students interpret and make meaning of their life, the world and their social context, as well as their religious tradition, responding with openness to transformation and with empathy to others. The modes of learning in this strand include listening with compassion, sifting and sorting out, questioning, wondering, responding, prioritising, making judgements, considering and empathising.

Personal and Communal Engagement: *living story*

Every person holds their story, which encompasses their past and looks towards the future. People are embedded in a community and make connections to other stories and the world through 'who they are' and 'who they are becoming' within that community's search for truth and meaning. This strand draws on a Catholic understanding of the sacramental life, where the sacred is encountered in the ordinary. Learners grow into a sense of self as loved and loving, reflecting on 'who I am' and 'how I am' in relationship with others. This strand emphasises the full flourishing of the human person. It seeks to stir a sense of awe and wonder, imagination and hopefulness. It invites a sense of belonging to a faith community and commitment to the common good.

Learning in this strand is evident when students reflect on their story, deepening awareness of their feelings, questions, beliefs and worldviews in relation to others' stories. It also asks students to apply their insights to new directions of hope for relationships and the broader world. The modes of learning in this strand include making connections, discerning, evaluating, appreciating, deepening awareness, reflecting, imagining, and applying.

Discussion questions

What might each strand reveal about our learners? How might I support all learners to grow through the three strands?

The Five Content Areas

Religious Education in a Catholic school takes seriously the mission of the Church to engage with the message of the Gospel in all its wisdom, complexity and challenge.

God's love for each of us is unique and God picks us out, each of us, to fulfil our particular mission in the world and all of us as the Church to reach out with something to offer – the goodness of the Gospel (Archbishop Denis Hart, 2012).

The content of the learning in the framework is organised through five areas, in line with *To Know, Worship and Love*:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacrament
- Morality and Justice.

A statement for each content area encapsulates the Catholic theological understandings for that area that are explored and developed with students throughout their years of Catholic education. The content areas are interconnected and the statements note these connections. Each content area deserves equal attention across the scope of the year's learning.

Scripture and Jesus

God freely and lovingly communicates with humanity through: the natural world; the tradition of the people of Israel; the early Christian Church; and most particularly through Jesus Christ. The scriptures of the Bible are texts of faith, mediating this interaction. Christians have a relationship with the Bible. They study it as Word of God in human words, use it in liturgy and ritual and pray with it as a means of encounter with Jesus Christ (link to Prayer, Liturgy and Sacrament). Texts of other traditions are appreciated in the light of the relationship that Christians have with the Bible (link to God, Religion and Life). Teachers facilitate dialogue at the intersection of student experiences of, and questions about, their stories and encounter with the Word. This content area grapples with the questions, "How can I know God? What does God ask of me?"

Discussion questions

How do we know God in this community? Who is Jesus for me? What does Jesus Christ tell us about God? What does God ask of us as a school community? What does this mean for students? What does this ask of me?

Church and Community

Church is the community of Jesus' disciples, united in and through the Word of God (link to Scripture and Jesus). The Word of God continues to be encountered and lived out in the Church through: communicating beliefs; ritual celebration; ministries of service both within and outside of Church community (link to Prayer, Liturgy and Sacrament). This is the mission of the Church: to build up the common life of believers and to reach out in dialogue and shared action for the common good and the unity of the human race (see God, Religion and Life). Each generation of the Church discerns the message of the Word of God for the current context (link to Morality and Justice). Teachers facilitate dialogue at the intersection of student experiences of, and questions about, belonging, and the Church's call to participate in the Body of Christ. This content area grapples with the questions, "Where do I belong? How can I make a difference?"

Discussion questions

Why is it important for me to belong? How do we invite all to belong in this community and the community of the Church? What empowers me to make a difference? What motivates me to make a difference? How do we ensure students are empowered and motivated to make a difference in this community? What does this mean for students? What does this ask of me?

God, Religion and Life

Human beings seek meaning, value, and happiness in life, both individually and in relationships with others. Many religious traditions propose that this search is met and responded to by a transcendent power. From this encounter with the transcendent come worldviews, rituals and ethical norms that characterise a religious tradition (link to Prayer, Liturgy and Sacrament). Christians recognise this transcendent other in the relational Trinitarian God (link to Scripture and Jesus) who is both the source and fulfilment of the human quest for unity; truth; beauty and goodness (link to Morality and Justice). Teachers facilitate dialogue at the intersection of student experiences of, and questions about, human flourishing, and the Church's call to find meaning and purpose in God. This content area grapples with the questions, "What is life? How do I find meaning?"

Discussion questions

How do I find meaning and purpose in life? How might I encounter God in this search? How is this community a place of encounter? What does this mean for students? What does this ask of me?

Prayer, Liturgy and Sacrament

Public rituals and personal prayer practices are central to many religious traditions, which serve to express the human quest for spiritual union (link to God, Religion and Life). Catholics understand sacraments as the mediation of the extraordinary through the ordinary, of the supernatural through the natural, where the sacred is encountered in the everyday. Prayer, liturgy and sacraments are vital ways that the Church community meets, interacts with and responds to the Word of God. As the source and summit of the seven sacraments, participating in the Eucharist leads members deeper into the communal life of the Church and the mystery of Christ's life, death and resurrection, providing nourishment for Christian living (link to Scripture and Jesus). Prayer and sacraments promote an inner personal response and a commitment to the Church's mission to the world (link to Church and Community). Teachers facilitate dialogue at the intersection of student experiences of, and questions about, trust and mystery, and the Church's call to nurture a trusting relationship with God through prayer. This content area grapples with the questions, "Where is God? In whom do I trust?"

Discussion questions

How do I express or experience connection to God? What or who do I trust and why? How does this community build trusting relationships with each other and with God? What does this mean for students? What does this ask of me?

Morality and Justice

In the light of the scriptures, the human person is understood to be created 'in the image and likeness of God' and called into a new existence through Christ (link to Jesus and Scripture). This call gives rise to the unique freedom, dignity, and responsibility of humans. It requires a process of moral discernment that holds together our nature as humans and the Christian vision of freedom and dignity in all areas of life: personal and relational integrity, economic and political participation, technological and ecological responsibility. Christians cooperate with all people to foster human flourishing, right relationship and the common good (link to God, Religion and Life). They propose to all people the vision of life in the Kingdom of God described in the gospels (link to Church and Community). Teachers facilitate dialogue at the intersection of student experiences of, and questions about, responsibility, and the Church's call to be Christ for the other. This content area grapples with the questions, "Who calls me? How must I respond?"

Discussion questions

What call do I hear? How do I discern my response? How does this community foster right relationship with others, with creation? What does this mean for students? What does this ask of me?

Learning Progression

The learning progression describes student learning in the five content areas in levels from Foundation to Level 12. The learning progression is organised in Scope and Sequence charts to support teachers to see the progression and assist in designing learning to meet the diverse needs of students. The learning progression also includes achievement standards in progression levels from Entry level (two levels below Foundation) to post Level 12. Both the content descriptors and the achievement standards are described through the three strands which are the basis for learning in Religious Education. They provide the organising schema for the learning descriptors and the achievement standards. Each strand names a key action of dialogue: explanation, interpretation, and reflection integrated into life. These actions draw you back to what students are doing in the process of dialogue at the heart of a Pedagogy of Encounter. Whether you are engaging students in learning or whether your intention is assessment, whether you are collegially planning for learning, or moderating student learning, the three strands are central. It is advised that the following charts are read in conjunction with the document as a whole.

Learning Descriptors in the Scope and Sequence charts

Learning descriptors which summarise student learning have been written for each level in the five content areas through the three strands. They have been organised in a scope and sequence to ensure learning is appropriately ordered and that unnecessary repetition is avoided. However, learning content introduced at one level is often revisited, strengthened and extended at later levels. When planning student learning experiences, teachers seek ways to connect the learning described across content areas using student questions, issues and key concepts. Each scope and sequence chart is introduced with a statement giving an overview of the learning in the junior, middle, lower senior and upper senior years.

Overview of Foundation to Level 2

Students bring to the school a wide range of faith and spiritual experiences. These experiences are built upon in the curriculum as rich sources for further learning about God, religion and life.

Parents have a particularly important part to play in the educating community, since it is to them that the primary and natural responsibility for their children's education belongs... The constant aim of the school therefore, should be contact and dialogue with the pupils' families... in order to clarify with their indispensable collaboration that personalised approach which is needed for an educational project to be efficacious (*The Catholic School on the Threshold of the Third Millennium*, 1997).

From Foundation to Level 2, students engage with the stories about Jesus, some of the teachings of Jesus, and learn about historical figures in the history of the family of God. They explore biblical texts as story and as sources of prayer and inspiration. They reflect on and develop relationship with God and self-understanding. They engage in personal and communal prayer and liturgical experiences and develop reflective skills and dispositions of respect for the sacred. They develop heightened awareness of awe and wonder and delight in creation. They grow in appreciation of the other, understanding their impact on others and such concepts as fairness and justice.

Learning Descriptors Foundation to Level 2

Levels	Scripture and Jesus	Church and Community	God, Religion and Life	Prayer, Liturgy and Sacrament	Morality and Justice
Foundation	<p>K&U – explain the meaning of scripture stories about the life, death and resurrection of Jesus</p> <p>R&R – interpret the stories of Jesus, making connections to experiences of family and friendship</p> <p>P&CE – reflect on ways Jesus shows us how to live in right relationships</p>	<p>K&U – explain ways a church and school community are part of the family of God</p> <p>R&R – interpret experiences of family and friendship in relation to God’s family</p> <p>P&CE – reflect on how they live as part of a family, school and the family of God</p>	<p>K&U – explain a personal understanding of God</p> <p>R&R – interpret the ways the natural world and humanity reveal God’s love</p> <p>P&CE – reflect on ways people relate to each other and the environment</p>	<p>K&U – explain ritual actions and structures of simple prayer</p> <p>R&R – interpret why people pray</p> <p>P&CE – reflect on Jesus and the relationship Christians have with God and each other</p>	<p>K&U – explain fairness, sharing and compassion in light of the story of Jesus</p> <p>R&R – interpret what it means to be a disciple of Jesus</p> <p>P&CE – reflect on how they could respond to the call of discipleship</p>
Level 1	<p>K&U – explain God’s relationship with people, using a variety of images of God from scripture</p> <p>R&R – interpret various images of God</p> <p>P&CE – reflect on various scriptural images of God and identify those to which they have a personal connection</p>	<p>K&U – explain ways people can belong to God’s family</p> <p>R&R – interpret the significance of family meals and gatherings in relation to the traditions of the Church</p> <p>P&CE – reflect on the importance of belonging to family and church</p>	<p>K&U – explain the concepts of beauty and goodness in relation to God as Creator</p> <p>R&R – interpret the world through a lens of relationship with the sacred</p> <p>P&CE – reflect on relationships with God, self, others and creation</p>	<p>K&U – explain key elements and purpose of personal and communal prayer forms</p> <p>R&R – interpret the significance of the sacred and sacred places</p> <p>P&CE – reflect on various ways people can have a relationship with God</p>	<p>K&U – explain key scripture stories of love and care for the environment in relation to local community issues</p> <p>R&R – interpret the meaning of stewardship in relation to local community actions</p> <p>P&CE – reflect on how people can be stewards of creation</p>
Level 2	<p>K&U – explain various ways God’s people are portrayed in the Old and New Testament</p> <p>R&R – interpret ways images of God can be lived out in community</p> <p>P&CE – reflect on encounters with the Word of God and how it is used in the community</p>	<p>K&U – explain the significance of some key figures in the local parish and the wider Church</p> <p>R&R – interpret the contribution of key figures in shaping the Church</p> <p>P&CE – reflect on what it means to be a member of a parish and school community</p>	<p>K&U – explain stewardship in the Catholic Tradition</p> <p>R&R – interpret human impact on the environment, evaluating it in the light of the Catholic understanding of stewardship</p> <p>P&CE – reflect on their connection with the environment and how they might care for it</p>	<p>K&U – explain the significance of key events and celebrations within the liturgical year</p> <p>R&R – interpret the signs, symbols and actions of key liturgical events and celebrations in relation to own experiences</p> <p>P&CE – reflect on the impact that participation in key liturgical celebrations has on community</p>	<p>K&U – explain key scripture stories of Jesus’ forgiveness and compassion in terms of impact on community relationships</p> <p>R&R – interpret the significance of the life and teachings of Jesus for building community today</p> <p>P&CE – reflect on how actions impact community</p>

Overview of Levels 3-6

Students extend their learning about the background and person of Jesus and his relationships with the Father, his disciples and the people he came to serve. They explore old and new testament text, learning skills of interpretation by drawing on growing knowledge of context and genre. They learn about the structures of the Church, its foundations in community and its mission of service in the world. They consider the actions of God in the world and begin to explore ways other religious traditions celebrate this. They learn about and may receive the sacraments of Penance, Eucharist and Confirmation, as well as learning about the seven sacraments and their significance for today. They engage with the liturgical celebrations of the church year and the life of the faith community, past and present, exploring ways they can participate in and contribute to the church. They continue to develop their personal prayer life, spirituality and appreciation for the sacred. Students develop their understanding of Catholic teaching on the dignity of the human person and its implications for their choices personally and in community, learning to build just and compassionate relationships based on love and respect for self and others.

Learning Descriptors Levels 3-6

Levels	Scripture and Jesus	Church and Community	God, Religion and Life	Prayer, Liturgy and Sacrament	Morality and Justice
Level 3	<p>K&U - explain the literary form of parables in scripture and locate specific passages by chapter and verse</p> <p>R&R - interpret parables and how they express the Kingdom of God</p> <p>P&CE - reflect on the rituals used by the Catholic community when celebrating with sacred texts</p>	<p>K&U - explain the role of Mary and discipleship in the early Church</p> <p>R&R - interpret the meaning and importance of Mary and discipleship for the Church today</p> <p>P&CE - reflect on the present parish community and ways it enables discipleship</p>	<p>K&U - explain free will in the Catholic Tradition</p> <p>R&R - interpret the Catholic understanding of right relationship and its broader significance</p> <p>P&CE - reflect on choices in light of the Catholic understanding of right relationship</p>	<p>K&U - explain the role of sacraments of Initiation in a Catholic's faith journey</p> <p>R&R - interpret the Mass, the sacraments of Initiation and Healing in relation to life</p> <p>P&CE - reflect on experiences of prayer and liturgical celebrations</p>	<p>K&U - explain Jesus' commandment to love one another</p> <p>R&R - interpret the significance of personal responsibility in maintaining right relationships</p> <p>P&CE - reflect on choices in light of Jesus' commandment to love one another</p>
Level 4	<p>K&U - explain New Testament scripture texts with reference to historical setting and culture of the time of Jesus, using a variety of sources</p> <p>R&R - interpret the roles of some of the major characters in Scripture texts within an historical context</p> <p>P&CE - reflect on some of the main characters in scripture texts and explore connections with their life</p>	<p>K&U - explain connections between the family, local parish, the Archdiocese and the papacy</p> <p>R&R - interpret key figures from church history through their contribution to the development and growth of the Church</p> <p>P&CE - reflect on a sense of belonging to Church and/or school community and plan ways to contribute</p>	<p>K&U - explain the relationship between God, Jesus and Spirit as expressed in the New Testament</p> <p>R&R - interpret the Christian understanding of God's loving forgiveness through the story of Jesus' life, death and resurrection</p> <p>P&CE - reflect on the importance of forgiveness and reconciliation, nationally, communally and personally</p>	<p>K&U - explain the role of prayer, the Sacred and liturgy in people's lives</p> <p>R&R - interpret the significance of symbol, ritual and the sacred in relation to prayer experiences</p> <p>P&CE - reflect on personal and school community practices and preferences for prayer</p>	<p>K&U - explain how Catholic Social Teaching may inform decision-making</p> <p>R&R - interpret local and global decisions in light of Catholic Social Teaching</p> <p>P&CE - reflect on the consequences of decisions and actions</p>
Level 5	<p>K&U - explain the ways imagery, plot, setting and author's purpose contribute to the meaning of a scripture text</p> <p>R&R - Interpret scripture texts using a variety of strategies and</p>	<p>K&U - explain the significance of being Church</p> <p>R&R - interpret what it means to belong to the Catholic Church or other faith communities</p>	<p>K&U 1 - explain an understanding of God from a personal perspective and that of other faith traditions</p> <p>K&U 2 - explain an understanding of God as Trinity</p> <p>R&R - interpret the</p>	<p>K&U - explain the development of signs, symbols, rituals, prayers and practices associated with the Church liturgical calendar</p> <p>R&R - interpret the significance of liturgical signs, symbols, colours,</p>	<p>K&U - explain the Church's understanding of human dignity</p> <p>R&R - interpret Church teaching on human dignity in relation to spiritual, social, ecological and physical well-being</p>

	resources P&CE - reflect on insights gained from scripture and identify ways to apply them to personal and communal experiences	P&CE - reflect on the roles and responsibilities in building a just community	significance of God for believers P&CE - reflect on how an understanding of God impacts on self and others	rites, rituals and sacraments in the past and present Church P&CE - reflect on participation in communal prayer and use symbol and ritual when planning communal prayer experiences	P&CE - reflect on ways to build just and compassionate relationships
Level 6	K&U - explain various literary forms used in scripture R&R - interpret key scripture texts, making connections to experiences, feelings and beliefs P&CE - reflect on the Word of God and identify how the teachings of Jesus impact on them	K&U - explain the nature of the Holy Spirit and its particular role in the Catholic Church R&R - interpret the gifts and fruits of the Holy Spirit and how these enable people to contribute to the mission of the Church P&CE - reflect on their role in the mission of the Church and the Kingdom of God	K&U - explain the Catholic understanding of the actions of the Holy Spirit R&R - interpret the work of the Holy Spirit in the world P&CE - reflect on ways religion contributes to the identity of believers	K&U - explain the Catholic understanding of sacraments and sacramentality R&R - interpret the significance of sacraments and liturgy to a faith community P&CE - reflect on the impact of the sacred on their life and the life of the faith community	K&U - explain the Christian concept of justice in relation to community issues R&R - interpret ways political and personal choices impact community life P&CE - reflect on ways to participate responsibly and contribute ethically to the local and faith community

Overview of Levels 7-10

Students develop their interpretative skills, considering literary structures of scripture passages and the impact of settings, styles and viewpoints of authors and audience in both old and new testaments. They develop appreciation of the Word as means of encounter with Jesus Christ. They explore the history of the Church, and the development of its distinctive ideas, teachings and practices, as well as the charisms of the saints. They extend their knowledge of religious diversity, identifying the particularity of the Catholic Tradition in the Australian context. They expand their experiences of personal and communal prayer and the variety of spiritual devotions in both the Catholic and other traditions, including appreciation of religious art and music throughout history. They focus on deepening understanding of Eucharist and its centrality to the Catholic Tradition. They deepen understanding of Catholic social teaching and its application to both personal and global issues, including sexuality, equity and ecology, developing skills of discernment, which reflect self-respect and respect for the other.

Learning Descriptors Levels 7-10

Levels	Scripture and Jesus	Church and Community	God, Religion and Life	Prayer, Liturgy and Sacrament	Morality and Justice
Level 7	<p>K&U 1 - explain the nature of sacred texts and, in particular, the Bible as the Word of God.</p> <p>K&U 2 - explain key narratives from the Old and New Testaments identifying understandings of the relationship between Jesus, God and humanity</p> <p>R&R - interpret the significance of key scripture passages from the Old and New Testaments to explore the relationship between God and humanity</p> <p>P&CE - reflect on ways the messages within sacred texts can be relevant for today</p>	<p>K&U 1 - explain the historical context and experiences of the early Christian communities</p> <p>K&U 2 - explain the tradition of their school and its connection to the local and global Church community.</p> <p>R&R - interpret the actions of key people within the past and present Church who responded to a call to witness</p> <p>P&CE - reflect on their contribution to the school community and plan ways to contribute to the global Church</p>	<p>K&U - explain the significance of belief in the Trinity as a relational God</p> <p>R&R - interpret different understandings of transcendence</p> <p>P&CE - reflect on the call to action inspired by the Trinity</p>	<p>K&U - explain the nature of prayer and ritual in a variety of faith traditions with attention to their distinctive characteristics and purpose</p> <p>R&R - Interpret the significance of the celebration of the Eucharist for the Catholic faith community</p> <p>P&CE - reflect on the role of prayer, symbol and ritual in their life and that of the faith community</p>	<p>K&U - explain key steps in the Catholic moral decision-making process</p> <p>R&R - Interpret the discernment processes used by key people within the past and present church</p> <p>P&CE - reflect on personal beliefs and attitudes, identifying the cultural and/or faith influences that inform decisions</p>
Level 8	<p>K&U 1 - explain the connections between Jewish culture and tradition and the life of Jesus</p> <p>K&U 2 - explain the impact of history and culture on the writings of the Gospels</p> <p>R&R - interpret New Testament writings, comparing the contexts of then and now.</p> <p>P&CE - reflect on the impact of Jesus' message for his followers both then and now</p>	<p>K&U 1 - explain the role of mission in the past and present Church</p> <p>K&U 2 - explain the expansion of the global Church using an historical lens</p> <p>R&R - interpret the influence of the Church in the world</p> <p>P&CE - reflect on the role of mission as a call for action</p>	<p>K&U - explain how different faith traditions express the presence of God and describe right relationships</p> <p>R&R - interpret ways right relationships are expressed within Catholic Social Teaching and the social teachings of other faith traditions</p> <p>P&CE - reflect on how a faith tradition informs people's views and how they live in the world</p>	<p>K&U - explain the rites, signs, symbols and ritual used in celebrations of initiation across many faith traditions</p> <p>R&R - interpret the nature of belonging in relation to a Christian community and other communities of believers</p> <p>P&CE - reflect on ways that prayer, liturgy and sacraments support the faith life and identity of the community</p>	<p>K&U - explain the significance of the teachings of Jesus and how they inform Catholic Social Teaching</p> <p>R&R - interpret the validity of a variety of sources as guides for moral decision-making in light of Catholic Social Teaching</p> <p>P&CE - reflect on what guides people in decision-making</p>

<p>Level 9</p>	<p>K&U 1 - explain the links between Old Testament prophecy and the coming of Jesus as the Messiah K&U 2 - explain the purpose, messages and functions of Wisdom and Prophetic literature in the Judeo-Christian tradition and the wisdom traditions of other religions</p> <p>R&R 1 - interpret the significance of the role of prophets for the people of Ancient Israel, the early Christian communities and today R&R 2 - interpret historical and contemporary artistic expressions of Mary and women in scripture, in relation to the place of women in the modern world</p> <p>P&CE - reflect on how wisdom literature and prophecy can impact on them and society today</p>	<p>K&U 1 - explain ways key figures and groups contributed to the development of the Catholic Church in Australia K&U 2 - explain the role of women in the past and present Church</p> <p>R&R - interpret social and political influences on the development of the Catholic Church in Australia</p> <p>P&CE - reflect on questions and understandings of Australian Catholicism and its contribution to contemporary society</p>	<p>K&U - explain the concepts of good and evil in relation to contemporary world views</p> <p>R&R – interpret cultural norms and how they shape beliefs</p> <p>P&CE - reflect on different views of good and evil to appreciate the importance and impact of a moral stance in society</p>	<p>K&U - explain the development of Marian and other devotions in the Catholic and other faith traditions</p> <p>R&R - interpret the significance of popular prayer and devotions in the Catholic and other faith traditions</p> <p>P&CE - reflect on devotional prayer and what it means for believers</p>	<p>K&U - explain the foundations on which people base their ethical and moral stance</p> <p>R&R - interpret key life issues, applying critical discernment processes</p> <p>P&CE - reflect on an understanding of responsibility and how it informs social, ecological and political actions locally and globally</p>
<p>Level 10</p>	<p>K&U - explain and compare key figures from Old and New Testaments and other sacred texts.</p> <p>R&R - interpret how people of today draw on the Old Testament to shed light on the New Testament</p> <p>P&CE - reflect on connections between their lives, sacred texts and the modern world</p>	<p>K&U - explain some of the distinctive ideas, teachings and practices that arose from significant events in Church history</p> <p>R&R - interpret and analyse key Church teachings within their historical context</p> <p>P&CE - reflect on the relevance of an historical period or a particular Church teaching to the life the Church today</p>	<p>K&U 1 - explain the strengths and challenges of religious diversity in Australian culture K&U 2 - explain the significance of ancient and indigenous spirituality for the Catholic Church in Australia</p> <p>R&R - interpret Christian spirituality, identifying its particularity</p> <p>P&CE - reflect on the importance of</p>	<p>K&U 1 - explain Contemplative prayer with insight into the belief that God is present in all things. K&U2 - explain the origins and historical development of the Eucharist</p> <p>R&R - interpret the significance of the Eucharist for Catholics today</p> <p>P&CE - reflect on relationship with God and how that might be expressed</p>	<p>K&U 1 - explain Catholic Social Teaching and how it relates to and challenges the secular values of Australian society. K&U 2 - explain the complexities involved in developing moral maturity and responsibility</p> <p>R&R - interpret contemporary issues in light of Catholic Social Teaching</p> <p>P&CE - reflect on</p>

			faith and spirituality for themselves and the world	in personal and communal prayer and ritual	ethical dilemmas facing the local and global community
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Overview of Levels 11-12

Students consider the person of Jesus and his impact on the world and on their lives. They identify the influence of the Bible and other sacred texts on the lives of believers and continue to appreciate the relationship Christians have with the Bible. They reflect on their own role in, and commitment to, the local and global Church or other faith traditions. They consider the diversity of religious traditions and their impact on Australian society. They explore their spirituality and the role of various forms of prayer and contemplation in their life. They continue to develop moral maturity and the skills of dealing with complexity and ambiguity in both personal and political decisions, such as sexuality, equity and ecology.

Learning Descriptors Levels 11-12

Levels	Scripture and Jesus	Church and Community	God, Religion and Life	Prayer, Liturgy and Sacrament	Morality and Justice
Level 11-12	<p>K&U - explain historical and religious understandings of Jesus from multiple perspectives including those outside the Christian tradition</p> <p>R&R - interpret Jesus in the light of His impact on Church history and the world</p> <p>P&CE - reflect on how they understand Jesus and what He means for today's world</p>	<p>K&U - explain how Catholicism holds unity and diversity in tension</p> <p>R&R - interpret Catholicism in light of the call to service</p> <p>P&CE - reflect on the call to service and plan ways to contribute to the common good</p>	<p>K&U 1 - explain ecumenism in light of contemporary Church teaching and the message of Jesus</p> <p>K&U 2 - explain the Catholic tradition and the major world religions, by comparing the similarities and highlighting the differences</p> <p>R&R - interpret the role of religion in contemporary Australian society in relation to religious freedom</p> <p>P&CE - reflect on their role in upholding the dignity of all people in a multi-faith, multicultural society</p>	<p>K&U - explain interior silence and justify the role of spiritual conversation in life</p> <p>R&R - interpret different forms of prayer and contemplation and the impact of these on spiritual well-being</p> <p>P&CE - reflect on the role of prayer in their life and in faith communities</p>	<p>K&U 1 - explain Christ's vision of a just society</p> <p>K&U 2 - explain the role of conscience and free will in a morally mature person</p> <p>R&R - interpret the Catholic understanding of the Kingdom of God and its implications for economic and political participation</p> <p>P&CE - reflect on their stance on the dignity of the human person and the implications for personal decision-making and action</p>

Assessment in Religious Education

Assessment in a Catholic school provides information about where a student is in their learning and opens up a conversation about possibilities for new learning.

In a Catholic school, assessment engages students, teachers and families in an authentic relationship about learning. This forms the basis for learning partnerships that enable the full flourishing of every student across all learning domains. When the learning community is open to encounter, and the importance of relationships is valued, assessment becomes more than just results (*Horizons of Hope*, 2016).

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and students' self-understanding. A student's personal faith is not the subject of assessment or reporting in Religious Education. As teachers, you design for learning that makes knowledge, skills and dispositions explicit and it is this which is able to be assessed in Religious Education. Effective assessment design ensures you consider a variety of ways to gather evidence of student growth. Student conversations, learning journals, observations or standardised tests all provide opportunities to gather rich evidence. You employ formative assessment practices grounded in respectful teacher-student relationships and supported by strategies including conferencing, self-assessment, peer assessment, self-reflection, and providing specific feedback in the context of learning. The achievement standards provide a well-rounded understanding of the progression of learning for Religious Education and can assist you in learning conversations with students to ensure progress is made over time.

Discussion questions

In your learning design, what opportunities are students offered to demonstrate their learning in Religious Education? What do you pay attention to? How do you encourage growth?

Achievement Standards

In the Religious Education curriculum framework, the achievement standards identify valued student learning in Religious Education that is observable. The achievement standards are written independently of the content areas, describing student progress on a learning continuum that is continuous from Entry level (two levels below Foundation) to post Level 12. The standards are written in terms of the three strands of learning, highlighting the quality of demonstrations of understanding:

- the level of sophistication in explanation
- the degree of insight and empathy in interpretation
- the depth of self-knowledge in reflection and the ability to integrate reflections.

By highlighting the quality of learning in all three strands, the standards draw attention to, and reinforce, the actions of dialogue in a pedagogy of encounter. The standards inform your judgement about student learning and can help you make decisions that will benefit students' learning progress. They can be used to provide students with descriptive feedback that guides their efforts towards improvement. By inviting you, as teachers, to integrate all three strands in the learning and teaching process, both learning and assessment will attend to the full flourishing of the learner.

Diversity of learners

The Religious Education Curriculum Framework has been developed to ensure that the content and achievement standards enable continuous learning for all students including:

- Students with disabilities
- Students who have English as an additional language
- Gifted and talented students

Students with disabilities

Religious Education focuses on including all students in the richness of the faith tradition. Inclusion is respectful compassion and recognition of our shared fragility in communion with one another. It focuses on what students with disabilities can teach us about strength and acceptance. It is important to involve families, parish staff and specialist support when considering Sacramental preparation for students with disabilities. Realistic provisions must be made for persons with disabilities to participate fully in the Eucharist and other liturgical celebrations. “Guidelines for the Celebration of the Sacraments with People with Disability” is a publication by the Australian Catholic Bishops Conference (2016) and is a vital resource for those wishing to welcome and acknowledge students with disability and their families on the journey of faith.

The aims of the Religious Education Curriculum Framework are the same for all students. The Framework offers flexibility for you to design learning for all students in ways that provide rigorous relevant and engaging learning and assessment opportunities for students with disabilities.

Most students with disabilities can engage in Religious Education provided the necessary adjustments are made to the complexity of the content and to the means through which students demonstrate their knowledge, skills and understandings.

For a small percentage of students with disabilities, their learning will be well below the Foundation achievement level. Most of these students have a significant intellectual disability. The Entry level and pre-Foundation level achievement standards focus on progressing students from a pre-intentional to intentional engagement in learning. Entry level and Pre-Foundation level are integrated directly into the learning progression, describing ways students may move toward the learning described at Foundation level. As teachers, you are able to map student growth regardless of age or year level and to identify ways of progressing learning using the achievement standards as a learning continuum.

Students with English as an additional language

Many students in Melbourne schools are learners of English as an additional language (EAL). For some, school is the only place they use English. It is important to ensure that all students, regardless of their language have the opportunity to participate fully in liturgy and sacraments and have access to Scripture in meaningful ways.

The aims of the Religious Education Curriculum Framework are the same for all students, however, EAL learners require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

Gifted and talented students

The Religious Education achievement standards describe a learning continuum that enables you, as teachers, to identify and progress the learning of students who are able to work well above the nominally age expected level of achievement.

Moderation Processes

Moderation in Religious Education informs planning and teaching, as well as assessment and reporting. It is a process used to create consistent and valid judgements of student achievement in relation to the achievement standards in the local school context. Moderation is also a form of professional learning, where you as teachers, can share ideas about what you are noticing about student learning, develop familiarity with the standards and be informed about what constitutes evidence of learning progress. You use your observations and evidence of student learning to differentiate between student performances for reporting and also identify ways to progress each student's learning in Religious Education. It is critical for you to collegially moderate examples of student learning to make informed judgements about appropriate placement in relation to the achievement standards. Your professional judgement accurately reflects where the student lies on the continuum at the time of evaluating, which can be at any stage of the year. The focus is centred on growth and consistent progression through the continuum.

Progression Levels	Knowledge and Understanding: <i>seeking truth</i>	Reasoning and Responding: <i>making meaning</i>	Personal and Communal Engagement: <i>living story</i>
	In Knowledge and Understanding , students <i>explain</i> their understandings of the Catholic tradition and its elements in dialogue with other <i>perspectives</i>	In Reasoning and Responding , students <i>interpret</i> and make sense of their life, culture and issues; responding with openness to transformation and <i>empathy</i> to others	In Personal and Communal Engagement , students <i>reflect</i> on and become <i>aware</i> of their own feelings, questions, beliefs and world view in relation to others and <i>integrate</i> their insights to a broader context
Entry E	Students explain the Catholic Tradition and its elements by recalling some ideas	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by giving an account of everyday experiences	Students reflect on experiences that provoke spiritual and religious insights by communicating their own feelings and thoughts
Pre – Foundation PF	Students explain the Catholic Tradition and its elements by giving simple descriptions	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by expressing wonderings and questions about their everyday experiences	Students reflect on experiences that provoke spiritual and religious insights by elaborating on personal thoughts and feelings They integrate new insights by wondering about what their thoughts and feelings might mean for them

Foundation F	Students explain the Catholic Tradition and its elements by sequencing and retelling, using borrowed ideas	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by drawing on their own ideas and the ideas of others to make sense of their experiences and wonderings	Students reflect on experiences that provoke spiritual and religious insights by considering their thoughts and feelings and making connections to personal experiences They integrate new insights by using borrowed ideas to identify possibilities for their immediate relationships
Level 1	Students explain the Catholic Tradition and its elements by retelling in their own words adding some detail connected to their own experiences	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by making links between what they believe, experience and the world	Students reflect on experiences that provoke spiritual and religious insights by making connections between their story and others' They integrate new insights by recognising how these could impact on personal behaviours in familiar contexts
Level 2	Students explain the Catholic Tradition and its elements by providing an account which draws on personal experiences and the perspectives of at least one other	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by wondering about how they live and what they believe	Students reflect on experiences that provoke spiritual and religious insights by considering their own thoughts and feelings and those of others, identifying similarities and differences They integrate new insights by identifying possible implications for community contexts
Level 3	Students explain the Catholic Tradition and its elements by comparing these to their own and others' experiences and points of view	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by identifying what they value and why	Students reflect on experiences that provoke spiritual and religious insights by generating relevant personal and religious questions to learn more about the thoughts and understandings of others. They integrate new insights by evaluating possible choices for a range of problems in personal and wider community contexts
Level 4	Students explain the Catholic Tradition and its elements by referring to ways history and context contribute to a deeper understanding	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by identifying big questions of human experience and articulating why they matter	Students reflect on experiences that provoke spiritual and religious insights by demonstrating openness to beauty and the unseen, and by generating new possibilities. They integrate new insights by articulating how these might influence personal decision-making
Level 5	Students explain the Catholic Tradition and its elements by drawing on a variety of resources and viewpoints (including historical) to support an accurate account	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by exploring issues and questions with openness and empathy; demonstrating a grasp of some of the complexity involved	Students reflect on experiences that provoke spiritual and religious insights by demonstrating self-awareness and capacity for deep listening. They integrate new insights by articulating how this supports, challenges or changes their stance

Level 6	Students explain the Catholic Tradition and its elements by giving a thorough account and evaluating it in light of at least two other perspectives	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by making sense of differing views and evaluating their understandings and interpretations	Students reflect on experiences that provoke spiritual and religious insights by beginning to formulate a language around moments of encounter. They integrate new insights by describing possible implications for local or global contexts
Level 7	Students explain the Catholic Tradition and its elements by comparing and contrasting their understanding with at least two other perspectives	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by making sense of how religious beliefs illuminate human experiences/ issues	Students reflect on experiences that provoke spiritual and religious insights by demonstrating openness to ambiguity, beauty and mystery They integrate new insights by highlighting the complexity of significant issues and proposing a personal stance
Level 8	Students explain the Catholic Tradition and its elements by presenting a well-developed, evidence - based argument to support their reasoning	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by critically analysing the complexity and significance of a variety of perspectives on issues	Students reflect on experiences that provoke spiritual and religious insights by considering what has shaped their religious views, ethical and spiritual lives. They integrate new insights by evaluating possible responses to demanding local and global issues
Level 9	Students explain the Catholic Tradition and its elements by drawing on reputable resources and critically and comprehensively examining other points of view	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by critically evaluating differences in interpretation, demonstrating sensitivity to other points of view and openness to religious imagination	Students reflect on experiences that provoke spiritual and religious insights by challenging their assumptions about life, the sacred and religion. They integrate new insights by revealing connections and disconnections between their personal stance and possible responses to cultural, historical and political issues
Level 10	Students explain the Catholic Tradition and its elements by making subtle distinctions and connections between different perspectives from both within and external to the tradition	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by unpacking the complexities of global issues using historical and future perspectives	Students reflect on experiences that provoke spiritual and religious insights by articulating the role of the inner voice and ways they attend to its formation They integrate new insights by applying their personal stance to global trends and ethical issues
Beyond Level 10 Schools can choose to give a score beyond Level 10 when reporting			
Level 11	Students explain the Catholic Tradition and its elements by appraising and critiquing different perspectives and demonstrating a willingness to seek out the strengths and differences of other positions	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by critically examining their own and others' meaning making and discussing factors that influence thinking, including cognitive biases	Students reflect on experiences that provoke spiritual and religious insights by grappling with their significance and what this means for how they understand themselves and their choices. They integrate new insights by proposing adaptable and fluent ways to respond to complex experiences

Level 12	Students explain the Catholic Tradition and its elements by presenting a thoroughly explained and well-supported argument which critically engages with different perspectives	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by recognising ironies and differing interpretations and demonstrating a willingness to question their own beliefs	Students reflect on experiences that provoke spiritual and religious insights by demonstrating awareness of ways to nurture their inner voice and develop appreciation of beauty. They integrate new insights by discerning action that matters on a personal and global scale
Level 13	Students explain the Catholic Tradition and its elements by demonstrating an awareness of its complexity and wisdom in dialogue with multiple perspectives	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by providing a profound and illuminating analysis that demonstrates mature empathy for other points of view	Students reflect on experiences that provoke spiritual and religious insights by grappling with the ongoing, deep questions and uncertainties these insights raise. They integrate new insights by imagining hopeful possibilities for the future

Glossary

Catholic identity	The way in which the Gospel of Jesus is given living expression in each school community. A contemporary Catholic identity develops from the encounter between faith, life and culture and the celebration of all three in ritual.
Catholic imagination	A viewpoint that God is present in the whole of creation and in human beings, each of which are channels and sources of God's grace.
Catholic Tradition	The lived practice of Catholics down through each generation, responding to Christ's invitation, under the impulse of the Holy Spirit, making the Gospel come alive in unfolding human history. It includes prayer, liturgy and the celebration of the Eucharist, preaching, teaching and the love of God and neighbour as expressed in dedicated service to others.
Dialogue	Requires that we offer ourselves in ways that can be grasped and received by the people with whom we are talking. It is not merely a matter of putting oneself forward and successfully asserting one's own point of view, but being transformed into a communion in which we do not remain what we were.
Discernment	A process for decision-making that recognises God's will in our lives and aligning our choices accordingly.
Encounter	A relational, dialogical experience where each other reveals the presence of Christ. Encounter requires openness to transformation, a search for truth, and a willingness to build genuine relationships with God and others.
Human dignity	A belief that human beings, created in the image and likeness of God (Genesis 1:26-27), have by their very existence an inherent worth, distinction and interconnection.
Inner voice	A metaphor for the role of conscience in our lives. It is an understanding that God has inscribed the law of love in each person which calls us to love and to do what is good.
Sacramentality	An understanding that our experience of God can be mediated through the ordinary, including our culture and all of creation.
Sacraments	Ritualised moments of encounter with God, given to us by Jesus Christ. In Catholicism, there are seven such rituals that are called the sacraments. The Eucharist is the source and summit of the seven sacraments.

Sacred texts

Texts which religious traditions consider to be central to their religious practice or set of beliefs. The Bible is foundational for Catholic Christians, encompassing the sacred writings of the Old Testament (Hebrew Scriptures) and the New Testament (Christian Scriptures).

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Appendices

Appendix 1: To Know, Worship and Love Links

Prep/Kindergarten Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
2: The Good Shepherd 3: Lost and Found 4: Jesus Washes the Disciples' Feet 5: Take and Eat 6: From Death to New Life 7: Jesus is Alive 12: Our Parents in Faith 13: The Birth of Moses 14: God Chooses David 15: David and Goliath 16: Jesus' Family 17: Jesus Calls His Disciples 18: The Long Wait 19: Getting Ready for Jesus 20: Jesus is Born	5: Take and Eat 8: The Spirit Comes 10: We Visit the Church 11: Together at Mass 12: Our Parents in Faith 13: The Birth of Moses 14: God Chooses David 15: David and Goliath 16: Jesus' Family 18: The Long Wait 19: Getting Ready for Jesus 20: Jesus is Born	2: The Good Shepherd 3: Lost and Found 9: Our Wonderful World 13: The Birth of Moses 14: God Chooses David 15: David and Goliath	1: Our Prayer Place 5: Take and Eat 10: We Visit the Church 11: Together at Mass	4: Jesus Washes the Disciples' Feet 9: Our Wonderful World 17: Jesus Calls His Disciples
Book 1 Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
1: God's Book, the Bible 9: The Spirit Comes 10: Jesus and the Children 13: The Kingdom of God 14: And It Grew and Grew 15: Great Changes 16: Look Until You Find It 17: In the Beginning 21: Jesus Is Born	2: Together at Mass 5: Remember Me 7: Alleluia, Jesus Is Alive 9: The Spirit Comes 10: Jesus and the Children 11: Baptism 12: Mary Our Mother 18: Forgiveness 20: Too Many To Feed 21: Jesus Is Born	3: Journey from Ashes 8: Jesus Returns to His Father 9: The Spirit Comes 10: Jesus and the Children 11: Baptism 13: The Kingdom of God 14: And It Grew and Grew 15: Great Changes 16: Look Until You Find It 17: In the Beginning	1: God's Book, the Bible 2: Together at Mass 3: Journey from Ashes 4: Stations of the Cross 5: Remember Me 6: From Death to new Life 7: Alleluia, Jesus Is Alive 9: The Spirit Comes 10: Jesus and the Children 11: Baptism 12: Mary Our Mother 14: And It Grew and Grew 18: Forgiveness 19: Only One Said Thank You 20: Too Many To Feed	9: The Spirit Comes 13: The Kingdom of God 14: And It Grew and Grew 16: Look Until You Find It 17: In the Beginning 20: Too Many To Feed
Book 2 Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
1: Images of God 6: A Journey to New Life 7: Jesus, the Light of the World 8: God of Freedom 9: Signs of God's Love 10: Welcome Home 11: Feeding the Hungry 14: Sowing the Seeds 15: The Poor Widow 16: My Neighbour 18: Out of the Darkness 19: A New Light	2: Families 3: The Church is a Family 4: Saints 5: St Patrick 7: Jesus, the Light of the World 9: Sign of God's Love 10: Welcome Home 12: Pentecost People	13: The Wonder of Creation 14: Sowing the Seeds	2: Families 6: A Journey to New Life 7: Jesus, the Light of the World 9: Sign of God's Love 10: Welcome Home 11: Feeding the Hungry 12: Pentecost People 17: Time with God 19: A New Light Our Prayers	6: A Journey to New Life 10: Welcome Home 11: Feeding the Hungry 15: The Poor Widow 16: My Neighbour

Book 3 Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
1: God: Sharing in the Loving Life of God 4: Jesus Christ: Jesus Teaches Us How Much He Loves Us 5: Seasons and Celebrations: Lent, Holy Week and Easter 6: The Church: The Church Lives the Word of God 18: Seasons and Celebrations: Advent and Christmas	6: The Church: The Church Lives the Word of God 8: The Holy Spirit: The Holy Spirit in our Lives 9: Mary: Mary Mother of the Church 16: Prayer: Listening and Responding to God	2: Creation: Created by God, Called to Love 3: Human Person and Family: God Calls Us to Respect Ourselves and Others 14: Grace and the Moral Life: Living in the Life of the Holy Spirit 15: Commandments and Beatitudes: To Love God and my Neighbour	1: God: Sharing in the Loving Life of God 5: Seasons and Celebrations: Lent, Holy Week and Easter 7: Liturgy: Loving and Praising Our God in the Liturgy 8: The Holy Spirit: The Holy Spirit in our Lives 10: Sacraments of Initiation: Welcomed into the Life of God's Family 11: Sacraments of Initiation: The Eucharist 12: Sacraments of Healing: Forgiveness and Strength are Gifts of the Lord 13: Sacraments at the Service of Communion: To Serve One Another 16: Prayer: Listening and Responding to God 17: Death and Everlasting Life: Everlasting Life 18: Seasons and Celebrations: Advent and Christmas	2: Creation: Created by God, Called to Love 3: Human Person and Family: God Calls Us to Respect Ourselves and Others 6: The Church: The Church Lives the Word of God 14: Grace and the Moral Life: Living in the Life of the Holy Spirit 15: Commandments and Beatitudes: To Love God and my Neighbour 17: Death and Everlasting Life: Everlasting Life
Book 4 Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
4: Jesus Shows God's Great Love for Us 5: Coming Closer To God Through Lent and Easter 8: God's Spirit Alive in the Church 9: Mary Helps us to Know and Follow Jesus 15: Love One Another 17: Jesus' Promise of New Life 18: Advent and Christmas	1: God is With Us: Father, Son and Holy Spirit 5: Coming Closer to God Through Lent and Easter 6: The Church: Our Parish Community 8: God's Spirit Alive in the Church 9: Mary Helps us to Know and Follow Jesus 11: Do This in Memory of Me 13: Called by God	1: God is With Us: Father, Son and Holy Spirit 3: We are God's Work of Art 4: Jesus Shows God's Great Love for Us 12: Experiencing God's Forgiveness and Healing 14: Growing in God's Grace 15: Love One Another 17: Jesus' Promise of New Life	2: God is at Work in All of Creation 5: Coming Closer to God Through Lent and Easter 7: Remembering and Living God's Word 10: New Life in Christ 11: Do This in Memory of Me 12: Experiencing God's Forgiveness and Healing 13: Called by God 16: Growing in Friendship with God 18: Advent and Christmas	2: God is at Work in All of Creation 3: We are God's Work of Art 14: Growing in God's Grace

Book 5 Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
6: Holy Week: Jesus Christ, Seasons and Celebrations 7: He is Risen 18: Mary Our Mother	2: Virtues: Faith, Hope, Love 8: The Spirit Alive in Us 10: A Heart of Love 11: Our Church Community 12: Our Church in Australia 13: The Sacrament of Holy Orders 14: We Receive Jesus in the Eucharist 18: Mary our Mother: Mary, Mother of God and the Saints	1: God the Creator 6: Holy Week: Jesus Christ, Seasons and Celebrations 9: The Holy Trinity 15: We Worship Jesus in the Eucharist 16: Invited by God 17: Respect Life 19: We Celebrate Advent and Christmas	2: Virtues: Faith, Hope, Love 14: We Receive Jesus in the Eucharist 3: Lent 4: The Seven Sacraments: Definitions of Sacraments 5: Reconciliation and Healing 6: Holy Week: Jesus Christ, Seasons and Celebrations 7: He is Risen 13: The Sacrament of Holy Orders 14: We Receive Jesus in the Eucharist 15: We Worship Jesus in the Eucharist 18: Mary our Mother: Mary, Mother of God and the Saints 19: We Celebrate Advent and Christmas	5: Reconciliation and Healing 8: The Spirit Alive in Us 10: A Heart of Love 11: Our Church Community 17: Respect Life
Book 6 Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
1: One in Christ Jesus 2: Blessed Are You! 3: Freedom to Choose 5: Journeying from Lent to Holy Week 6: Resurrection and Ascension 10: The Word of God	7: One, Holy, Catholic and Apostolic 8: The Church, People of Pentecost 9: Teach Us to Pray 11: One in the Spirit 13: The God We Worship 14: Mary, the Faithful Disciple 17: Our Christian Mission	7: One, Holy, Catholic and Apostolic 8: The Church, People of Pentecost 9: Teach Us to Pray 11: One in the Spirit 12: God Gathers us to Worship 15: Marriage – the Covenant of love 16: Anointing the Sick 17: Our Christian Mission 18: Christ will Come Again 19: Advent People	4: Reconciliation 5: Journeying from Lent to Holy Week 8: The Church, People of Pentecost 11: One in the Spirit 12: God Gathers us to Worship 15: Marriage – the Covenant of love 16: Anointing the Sick 18: Christ will Come Again 19: Advent People	1: One in Christ Jesus 3: Freedom to Choose 13: The God We Worship 14: Mary, the Faithful Disciple 17: Our Christian Mission
Year 7 Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
1: Exploring the Bible 2: The Old Testament 3: New Testament 4: What the Old Testament Tells Us about God 5: The Story of Abraham and Joseph 6: The Story of Moses and The Covenant 7: The Historical Books 9: Caring for Creation 14: Advent 17: The Way We Live: Do Unto Others	8: School and Church Communities 13: The Liturgical Year 17: The Way We Live: Do Unto Others	8: School and Church Communities	10: Prayer 11: Celebrating the Eucharist 12: A Closer Look at the Eucharist 13: The Liturgical Year 14: Advent 15: Lent 16: Easter Our Prayers	9: Caring for Creation 17: The Way We Live: Do Unto Others 18: A Closer look at Sin, Conscience and Values Summaries of Christian Teaching

Year 8 Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
1: Background to the Gospels 3: The First Christians 4: The Early Church 5: Before Constantine: Snapshot of the Third Century 6: A Closer Look at St Paul: a Christian Hero 8: Catholic Belief about Life after Death 9: Celebrating Being Catholic 12: A Closer Look at .Baptism 14: Eucharistic Signs and Symbols 15: The Influence of Jesus 16: The Teachings of Jesus: the Parables	2: People and Ministries in the Church 4: The Early Church 5: Before Constantine: Snapshot of the Third Century 6: A Closer Look at St Paul: a Christian Hero 7: Experiences of Good and Evil 9: Celebrating Being Catholic 11: A Closer Look at the Sacraments 12: A Closer Look at .Baptism 13: A Closer Look at .Confirmation 14: Eucharistic Signs and Symbols 17: Living the Christian Life 18: In the World: a Snapshot of Catholic Life Around the World	7: Experiences of Good and Evil 8: Catholic Belief about Life after Death 17: Living the Christian Life 18: In the World: a Snapshot of Catholic Life Around the World	2: People and Ministries in the Church 8: Catholic Belief about Life after Death 9: Celebrating Being Catholic 10: A Closer Look at Some Catholic Symbols 11: A Closer Look at the Sacraments 12: A Closer Look at .Baptism 13: A Closer Look at Confirmation 14: Eucharistic Signs and Symbols 16: The Teachings of Jesus: the Parables 17: Living the Christian Life	6: A Closer Look at St Paul: a Christian Hero 7: Experiences of Good and Evil 15: The Influence of Jesus 17: Living the Christian Life 18: In the World: a Snapshot of Catholic Life Around the World
Year 9 Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
1: The Bible: A Book or a Library 2: How To Read the Bible 3: People Who Cared: The Prophets and Social Justice	6: The Catholic Church in Australia: Education and Politics 7: The Catholic Church in Australia: Looking into the Future	5: What Do Catholics Believe? 8: Images of Good and Evil	9: Healing and Hope: Sacrament of Penance and Reconciliation 10: Healing and Hope: The Sacrament of Anointing of the Sick 11: Mary: Mother of God and the Church	4: People Who Cared: The Prophets and Social Justice 12: The Ten Commandments and Beatitudes
Year 10 Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
1: The Formation of the Gospels 2: The Good News of Mark 8: The Eucharist in the Christian Community Timelines	3: The Reformation and Catholic Reform 4: The Changing Church 6: One Faith in Many Communities 8: The Eucharist in the Christian Community 13: Caring About Our World: Papal Social Teaching Timelines	5: Monasticism 6: One Faith in Many Communities 7: Ancient and Indigenous Religions	5: Monasticism 8: The Eucharist in the Christian Community Sacrament of the Eucharist: Receiving Holy Communion Our Prayers	9: Conscience and Decision Making 10: In Right Relationship 11: Some Moral Issues for Young People 12: Christian Love and the Kingdom of God 13: Caring about Our World: Papal Social Teaching

Year 11 - 12 Catholic Studies Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
2: Jesus The Christ 9: The Arts and Religion 11: The Scriptures	4: How Should We Live? 5: Vocation and Life 6: Being Catholic Today 13: Eucharist	1: God 7: Ecumenism 8: Catholics and World Religions 10: Science and Religion	12: Prayer and Spirituality 13: Eucharist	3: The Human Person 4: How Should We Live? 5: Vocation and Life 6: Being Catholic Today
Year 11 - 12 Ethical Thinking Chapter References				
Scripture & Jesus	Church & Community	God, Religion & Life	Prayer, Liturgy & Sacrament	Morality & Justice
2: Authorities in Catholic Ethics 8: Forming a Just Society	1: The Art of Ethical Thinking 2: Authorities in Catholic Ethics 3: The Person as Decision Maker 5: The Pursuit of Happiness 6: Marriage and Family Issues 8: Forming a Just Society 9: Global Peace, Development and Justice	2: Authorities in Catholic Ethics 7: Building a Culture of Life	5: The Pursuit of Happiness	1: The Art of Ethical Thinking 3: The Person as Decision Maker 4: Respect for the Body 6: Marriage and Family Issues 7: Building a Culture of Life. 8: Forming a Just Society 9: Global Peace, Development and Justice

Appendix 2: Teacher Dialogue Tool

Part A

Essential Team Dialogue Prior to Planning

Purpose: Through this protocol, teachers attend to their own religious formation and professional development in dialogue. They explore possibilities in the proposed learning for students as they deepen their own understanding of concepts underpinning a unit, prior to planning a unit of learning.

Process: In the planning team, a facilitator is selected and a scribe.

The role of the facilitator is to listen closely and to guide the dialogue, selecting from the questions below, as appropriate, to probe teacher thinking about the concepts underpinning the unit of work proposed.

The role of the scribe is to take pertinent notes that may sum up the important insights coming from the dialogue. These will be referred to later in planning learning for students.

The role of the team is to engage in dialogue, seeking to explore the religious and deep learning possibilities within the proposed unit of work.

Timing: Part A should be given substantive time to engage teachers and leaders in deep dialogue. 45 minutes for the whole process would be regarded as minimum.

Consider Issues and Questions

What is provocative, thought provoking and religious about this unit of work?

- What are the concepts underpinning this unit of work?
- Why are these concepts important for students to grapple with?
- What is an issue here?
- What is at stake?
- Why does this subject evoke so much emotion? Why does the issue affect people?
- What kind of social debates and positions exist with regard to this issue?
- What assumptions are involved here? What are the conflicting principles concerning this issue?
- What questions can I ask in relation to the answers that are usually given on this subject?

In what ways is the religious dimension relevant and connected to the issue?

- How does faith interact here?
- How does this theme appear in the media, youth culture and common sense of people?
- What is taboo in this issue?
- What human images, world views or images of God could play a role here?
- How would I put in words my own position as a believing Religious Education teacher?
- Is truth a matter of concern within this issue?
- How is a deeper dimension of reality evident here?

Consider my Learners

How will we ensure students engage with the unit of work?

- What experiences of strangeness, wonder, even alienation, will students be confronted with to capture their attention, their emotions and spark interest or curiosity?

- What opportunities will be offered for students to make new connections with their own identity and self-understanding?
- What opportunities will be provided for students to put their own philosophical and/or religious position?
- How will students encounter a tradition that is not necessarily theirs?

What questions will we use to locate learners' current understanding?

- What do you think about this?
- How have you experienced...?
- What do you assume to be true about...?

Part B

Designing Learning for Encounter

Purpose: Through this protocol, teachers will design learning experiences for students and consider possibilities for learning that will progress student learning in line with achievement standards, tapping into student questions and identifying gaps in their learning.

Process: Teachers bring students' questions and assumptions to the session and the notes from the previous dialogue session. They elect a facilitator and a scribe.

The role of the scribe is to take pertinent notes that may sum up the important insights coming from the dialogue. These will be referred to later in planning learning for students.

The role of the team is to engage in dialogue, seeking to explore the religious and deep learning possibilities within the proposed unit of work.

Timing: Part B should be given substantive time to engage teachers and leaders in deep dialogue. 45 minutes for the whole process would be regarded as minimum.

Consider Pedagogical Choices

What are our students telling us about this concept?

- What do they know/wonder about this concept?
- What are the gaps in their understanding? How do we know?

What elements of the Catholic Tradition will take students to the heart of the learning?

- How do the theological underpinnings of the Religious Education curriculum documents help identify key elements of the Catholic Tradition connected to this issue?
- What other sources might we investigate to identify key elements?
- How will we invite students to engage with scripture, liturgy, prayer, Church teaching, art, music, sacramental experiences?

How will we create an environment for dialogue with, and between, learners?

How will we enable learners to:

- deepen understanding and focus on encounter?
- search for truth and seek to make progress?
- use both verbal and nonverbal communication?
- leave room for difference that is not aimed at a rapid or shallow agreement?
- disentangle hermeneutical knots/junctions, issues?
- engage trust and build trusting relationships?
- give room to personal witness, challenge and silence?
- allow the Catholic Tradition to speak for itself without sermonising?

- be inspired by the Word and be open to the great 'Other' (God)?

What opportunity will we give students to reflect on their spiritual growth in dialogue with the Catholic Tradition?

Which of the following questions might engage learners in deeper dialogue with the Catholic Tradition?

- How does this element (this text, this image, this testimony, this experience etc.) align/not align with my religious or philosophical understanding?
- How would you characterise the world view and relevance of this element?
- Why is/isn't this element entitled to appreciation?
- Can you imagine that other people would respond to this element from a different perspective?
- How would I see this element differently today, compared to a few months ago?
- How does this element address me?
- Does this element result in more faith, hope and love in my life, that of others, and that of the local and global community?

Consider Evidence of Learning

How can the learning come together and be made visible?

Which of the following might we use to enable students to highlight insights into their learning?

- What differences or connections have we discovered within the issue?
- Which aspects of the dialogue are worthwhile paying more attention to?
- What was at stake here?
- Which aspects/topics were not clarified in the dialogue?
- Which new perspective has the dialogue given concerning tradition, culture or biography?
- How does this conversation relate to conversations in other classes?
- What will you not likely forget out of this dialogue?
- Why is this element relevant?
- How does this connect with previous learning?
- How do these new insights align with the whole of our understanding of life and the Christian tradition?
- How might we follow up some ideas from this learning?
- How is your world view growing/changing?

What opportunities exist in this unit of work to identify the learning?

- What opportunities do the achievement standards offer for both learning and assessing?
- What opportunities do the achievement standards offer for peer assessment and feedback to students about future learning in Religious Education?

Resources

The use of protocols as found in *Making Thinking Visible* (Ron Ritchhart 2011) and on the HARVARD Project zero website will assist teachers to identify processes to enable dialogical learning.

The Religious Education Curriculum Framework has background information that will assist learning communities in engaging with a pedagogy of encounter. The Religious Education Curriculum Framework also outlines content from Foundation to Level 12 and achievement standards across all levels of schooling.

The Catholic Catechism or the Catechism for Youth (YouCat) is a key resource for teacher information and further learning.

RESource is a website that houses many teacher resources and has links to *To Know, Worship and Love* student texts online and additional resources.